

# Editorial

Learning for, to and about the practice of a discipline or profession is, to employ an over-used and rather awful colloquialism, a ‘no-brainer’. If those employed within the range human service professions were not able to undertake their roles we would be in a more unsafe and less comfortable place. Often, and somewhat unfortunately, practice learning is associated with one or two professions only and there has been a repeated aim within this journal to ensure that the scope and reach is widened so that applicable aspects of learning are understood and made transferable to others. In considering the practices of others, it is the nuances that make diverse disciplinary approaches different, challenging and exciting and that add colour and texture to our professional lives as well as bringing new ways of thinking about and ‘doing’ our learning.

We are most fortunate in the current issue of the journal to have papers that relate practice learning to health care/patient safety and aviation safety. Lamb and Clutton bring expertise from both professional areas and demonstrate how collaboration can transform and enhance practice. Wright and colleagues, whilst focusing on practice and learning within the health context draw together varied health professions demonstrating that, like O’Rafferty’s Motor Car, areas that we may unintentionally homogenise are disparate; ‘forty shades of green! This paper challenges us to think widely about the implications of practice learning and perhaps calls us to seek more rigorously the evidence-base to justify what is an expensive approach to professional learning and development.

The two other papers in this issue are from social work, but link to the previous two papers with Howie and McSporran reporting on the transformative elements of learning in observation, and Keen and his colleagues looking more at the broader professions approach in training the educators to ensure the experiences are fit for purpose.

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